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ABSTRACT

The purpose of this study was to determine how many of the Junior Division students at the Baton Rouge Campus of Louisiana State University who had expressed an interest in majoring in education in 1975 had actually begun studies in 1976, had switched to other majors, or had not continued beyond the first year. Comparisons were made (1) between the American College Test (ACT) scores of students in the Junior Division in 1975 opting for education and the ACT scores of the Junior Division total population; (2) between the ACT scores of those who actually had enrolled in the College of Education and those who enrolled in other curriculum areas; and (3) between the ACT scores of students in various curriculum areas within the College of Education. Data from the study indicate that education majors enrolled in the Junior Division in fall 1975 who subsequently enrolled in the College of Education by fall 1976 had a mean ACT score (19.3) of 0.6 of a point above the 1975 national mean and 2.0 above the 1975 state mean. (MB)

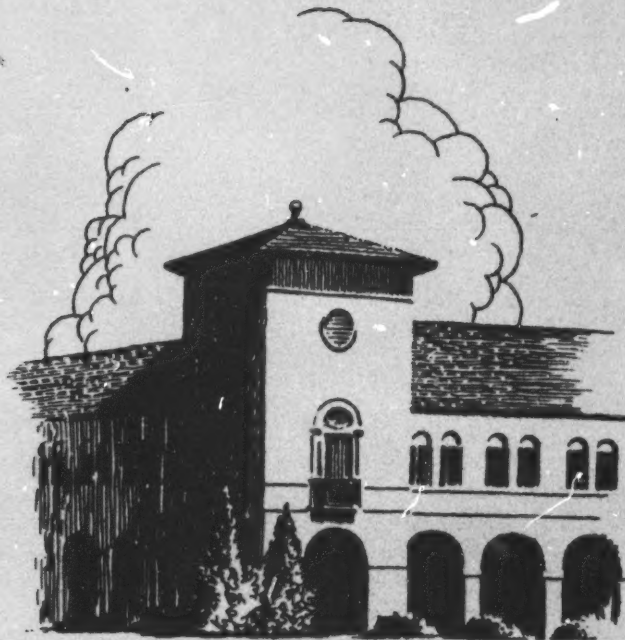
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by
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and
Tom E. Arceneaux

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QUO VADIS,* FUTURE TEACHERS?

(ACT Scores of Fall 1975 LSU Junior
Division Education Majors Enrolled in
the College of Education in Fall 1976)

by

C. Robert Blackmon
Tom E. Arceneaux

The purpose of this study was to determine in the fall of 1976 how many of the Junior Division students at the Baton Rouge Campus of LSU in the fall of 1975 who had expressed an interest in majoring in Education actually had entered the College of Education, had switched to other majors in other LSU Colleges, or had not continued at LSU beyond their first year. A comparison was made also between the American College Test (ACT) scores of students in the Junior Division in 1975 opting for Education and the ACT scores of the all-Junior Division population. Further, a comparison was made between the ACT scores of the fall 1975 Junior Division Education students who actually had enrolled in the College of Education during the fall of 1976 and the ACT scores of 1975 Junior Division Education students who had enrolled in the fall of 1976 in curriculum areas in other LSU Colleges. A comparison of mean composite ACT scores for the nation, Louisiana and LSU System campuses was presented in Appendix A. Tables 4 and 9 are provided for the reader who wishes to compare the ACT scores of Education-committed students in the Junior Division in the fall of 1975 by curriculum with the students in related curricula in the College of Education in the fall of 1976.

In the fall of 1975 initially 594 students expressed an interest in a major in Education. The 594 constituted approximately 8.5% of the Junior Division enrollment of 6,995. Five hundred sixty-three of these

*"Whither goest thou?" -- Sienkiewicz

had ACT Scores on file. The mean score for this group was 17.1. Of this group 167 (28.1%) (six of which had no ACT score on file), with a mean ACT score of 19.3, were enrolled in the College of Education in the fall of 1976; 67 (11.2%) with a mean score of 15.6 still were enrolled in the Junior Division in the fall of 1976; and 269 (45%), with a mean ACT score of 15.6, were not enrolled in LSU at all in the fall of 1976. A total of 59 students (10%), four of which had no ACT score on file, with a mean ACT score of 19.1, had changed to curriculum areas in other LSU Colleges by the fall of 1976. The mean ACT scores of the 6,995 all-Junior Division population was 20.3. The mean ACT score for the State was 17.3. For the nation the mean was 18.7. The average of the mean ACT scores for enrolled LSU freshman students for 1967 through 1975 was 20.8, with a range from 20.1 through 21.3 (See Table 7.)

Although there was relatively little difference in the mean ACT scores (19.3) of the 161 students for whom ACT scores were available who had continued from the Junior Division into the College of Education and the mean ACT scores (19.1) of the 55 who had transferred from the Junior Division to other LSU Colleges, both groups fell below the all-Junior Division mean of 20.3. A total of 226 of the 594 fall 1975 Junior Division students opting for Education subsequently continued into the College of Education or other LSU Colleges, a factor of 3.2% of the total Junior Division population of 6,995. In the fall of 1976 the College of Education netted 167 (2.4%) students from the fall 1975 Junior Division enrollment. (See Table .)

The largest percentage (25%) of the 59 fall 1975 Education/J.D. students who were enrolled at LSU in fall 1976 but had not entered the College of Education went into the College of Arts and Sciences, and that

group had a mean ACT score (22.1) that was above the means of both the all-Junior Division (20.3) and Education (19.3) groups. (For a complete breakdown of all curriculum areas by Colleges involved see Table 2.). No data were available on how many fall 1975 Junior Division students had declared potential majors in other Colleges and subsequently had switched to enroll in the College of Education in the fall of 1976.

The writers were surprised by the relatively small number of changes of Education curricula by the students entering from the Junior Division (as compared to their announced choice while in JD). (See Table 3.) Thirty-five students (10.9%) of those continuing into the College of Education in fall 1976 changed curriculum areas within the College of Education. Those students had a mean ACT score of 19.9, a mean slightly above the all-Education mean (See Table 3.). Eight of the 71 fall 1975 Education majors who remained in the Junior Division in the fall of 1976 changed from one Education curriculum classification to another in Education.

This study was taken one step further by comparing curriculum areas within the College of Education. The Education students in secondary school subject teaching areas had a higher mean ACT score (19.9) than those majoring in Elementary Education (18.7) and Elementary Education for the Mentally Retarded (19.1). (See Table 4.) In addition, the Secondary Education majors in the traditional academic core subjects (English, social studies, science -- chemistry and biology, and mathematics) had a higher mean ACT score (22.1) than that of either the all-Education group (19.3) or the all-Junior Division group (20.3). (See Tables 5 and 6.)

The fall 1976 traditional academic core subject teaching areas group in the College of Education had the same mean ACT average as the fall 1975 Education/J.D. majors who had entered the College of Arts and Sciences by the fall of 1976.

While the often-heard assertion that Education is not attracting able students may be true in regard to certain teaching areas within Education, in general this study gives little support to that contention. Also contrary to the belief by many faculty members in Education and other Colleges at LSU, relatively few of the best of those initially interested in Education switched to the College of Arts and Sciences or to the College of Chemistry and Physics during their stay in the Junior Division. (See Table 8.) (For instance, the seven students who went from Education to Chemistry and Physics had an ACT mean score of 21.3 compared to the ACT mean of 22.0 for those remaining in Education in the Secondary Education -- Chemistry Curriculum.) Appendix A is provided for the reader who might wish to compare mean ACT scores of groups of students planning to major in selected traditional academic disciplines.

The data above suggest that a faculty study needs to be made of the College of Education curriculum areas with the lowest mean ACT scores in order to discover what, if any, factors seem to be related and whether intervention could alter the results in the future. For instance, one type of intervention might be the initiation of early contact between College of Education faculty members and upper classmen with the high-ability freshmen in the Junior Division who have indicated an interest in Education as a potential major.

The data indicate that the "Education majors" enrolled in the Junior Division in the fall of 1975 who subsequently had enrolled in the

College of Education by the fall of 1976 had a mean ACT score (19.3) of 0.6 of a point above the 1975 national mean and 2.0 above the 1975 State mean (17.3). The mean ACT score of LSU freshmen at Baton Rouge was from 0.6 to 3.0 points higher than those on other LSU campuses in 1975. (See Appendix A.)

Table 1

Fall 1975 LSU Junior Division Students Opting For
Education as Compared to The All-Junior Division Population

<u>N</u>	<u>GROUP</u>	<u>MEAN ACT SCORE</u>
6,995	All Junior Division Students, fall 1975	20.3
594	All J.D. Students opting for Education, fall 1975	----
563	All J.D. Students opting for Education, fall 1975, for whom ACT scores were on file	17.1
252	Education/J.D. students not en- rolled at LSU, fall 1976, for whom ACT scores were on file	15.6
161	Education/J.D. students contin- uing into the College of Edu- cation, fall 1976, for whom ACT scores were on file.	19.3
67	Education/J.D. students remain- ing in Junior Division, fall 1976, for whom ACT Scores were on file	15.6
55	Education/J.D. students who had switched to other LSU Colleges, fall 1976, for whom ACT scores were on file	19.1
28	Education/J.D. students who had switched to other majors but re- mained in J.D., fall 1976, for whom ACT scores were on file	17.5
17	Education/J.D. students not en- rolled at LSU, fall 1976, for whom ACT scores were not on file	----
6	Education/J.D. students continuing into the College of Education, fall 1976, for whom ACT scores were not on file	----
4	Education/J.D. students remaining in Junior Division, fall 1976, for whom ACT scores were not on file	----
4	Education/J.D. students who had switched to other majors but re- mained in Junior Division, fall 1976, for whom ACT scores were not on file	----

Table 2

Mean ACT Scores of Students Who Had Declared Education as a Major While in the Junior Division in Fall 1975 But Had Entered Other LSU Colleges in Fall 1976

<u>College Changed To</u>	<u>N</u>	<u>Mean Act Score</u>
Chemistry & Physics	7	21.3
Environmental Design	4	15.0
Business	9	19.9
Agriculture (<u>VAED</u>)	1	14.0
Agriculture (Home Economics)	10	16.5
Arts & Science	15	21.4
General Studies	9	16.4
Total	55	
Mean for Students Changing		19.1

General Studies	2	No ACT Scores Available
Agriculture (Home Economics)	1	No ACT Scores Available
Business	1	No ACT Scores Available

Table 3

Students Changing Curriculums Within the College of Education*

		T O											
		E	S	S	S	S	E	S	S	M	S	S	T
		G	E	E	E	E	G	E	E	U	E	E	O
		E	S	A	S	F	E	E	B	S	C	S	T
		D	T	T	T	R	M	N	O	I	M	P	A
		D	T	T	T	R	G	O	O	I	M	E	L
F	EDUN	2	1	1	1						1	2	8
	EGED				3	1	1						5
	SESHT	1					5						6
R	SEMTH	1						1					2
O	EGEMR	6			1				1				8
	MUSEI	1											1
	MUSEC									1			1
M	SEENG		1										1
	SECHM	1											1
	HPED	1										1	2
TOTAL		13	2	1	5	1	6	1	1	1	1	3	35

* Mean ACT Score of those students changing within the College of Education = 19.9

** Key to Abbreviations:

EDUN - Education Undecided

EGED - Elementary Grades Education

SESHT - Secondary Education (Speech & Hearing Therapy)

SEMTH - Secondary Education (Mathematics)

MUSEI - Music Education (Instrumental)

MUSEC - Music Education (Combination)

EGEMR - Elementary Grades Education of Mentally Retarded

SESPE - Secondary Education (Speech)

SEENG - Secondary Education (English)

SESST - Secondary Education (Social Studies)

SEBOO - Secondary Education (Business & Office Occupations)

SEART - Secondary Education (Art)

SEFRN - Secondary Education (French)

SECHM - Secondary Education (Chemistry)

HPED - Health & Physical Education

Table 4

Students in Junior Division, Fall 1975,
Who Continued into the College of Education, Fall 1976
(By Education Curriculum)

<u>Curriculum</u>	<u>N</u>	<u>Mean ACT Scores</u>
Secondary Education (English)*	10	22.4
Secondary Education (Speech)	3	14.0
Secondary Education (Art)*	2	22.5
Secondary Education (Social Studies)*	8	21.4
Health & Physical Education	12	15.2
Secondary Education (French)	1	18.0
Secondary Education (Business)	3	17.3
Secondary Education (Chemistry)*	2	22.0
Secondary Education (Biology)*	1	24.0
Speech & Hearing Therapy *	13	21.0
Music *	8	21.4
Secondary Education (Mathematics)*	4	22.5
Education Undecided	11	18.1
Elementary Grades	48	18.7
Elementary Grades (Mentally Retarded)	35	19.1
All Education	161	19.3
No ACT Scores Available	6	----
Total Students	167	----

*Indicated areas in Education with mean ACT Scores above
Education and all-Junior Division

Table 5

MEAN ACT COMPOSITE SCORES OF
EDUCATION/JUNIOR DIVISION STUDENTS
IN FALL 1976 -- BY CURRICULUM*

<u>Education Curriculum</u>	<u>N</u>	<u>Mean ACT</u>
Biology	1	17.0
Business	20	17.5
Distributive Ed.	1	9.0
English	12	18.5
French	5	18.0
Mathematics	12	19.8
Physics	1	20.0
Social Studies	15	19.2
Spanish	1	18.0
Speech	9	15.2
SUB-TOTAL (Secondary)	77	18.0
Art	7	22.0
Health P & RE	103	15.0
Music	10	19.8
Speech & Hearing Therapy	40	18.8
SUB-TOTAL (1-12 Level)	160	16.6
Elementary Grades Ed.	116	17.0
El. Grades Ed. (Mentally Retarded)	88	16.7
SUB-TOTAL (Elementary)	204	16.8
Education-Undecided	57	17.6
T O T A L (All Curricula)	498	17.0

*Total J.D. Enrollment Fall 1976	6,927
Total J.D. Opting for Ed., Fall 1976	554
Total J.D. Opting for Ed., Fall 1976 with ACT Scores on File	498
Mean ACT Composite Score for Ed./J.D. Students, Fall 1976	17.0

Table 6

Mean ACT Scores for Traditional Academic Core Subject
Teaching Areas in Education
for ED./J.D. Students, Fall 1975

Subject	N	Mean ACT
English	10	22.4
Social Studies	8	21.4
Science (Chemistry & Biology)	3	22.7
Mathematics	4	22.5
Totals	25	22.1

Table 7

Composite ACT Scores of Enrolled Freshmen Students, Baton Rouge Campus
Louisiana State University Fall Semester, 1967-75*

<u>Fall</u>	<u>Score</u>
1967	20.9
1968	21.0
1969	21.3
1970	21.3
1971	20.7
1972	20.7
1973	20.7
1974	20.1
1975	20.3
Average	20.8

*Institutional Research Study No. 1, Office of Institutional Research, Louisiana State University, Baton Rouge, March 22, 1976

Table 8

Fall Semester 1976 - Ed./J.D. Students With
ACT Scores of 20.0 or Above

<u>Curriculum</u>	<u>N</u>	<u>% Of Total in Group</u>
Art	6	86
Business	7	35
Education - Undecided	16	28
English	6	50
Elementary Grades Education	40	34
El. Grades Ed. (Mentally Retarded)	27	31
French	2	40
Health, P. & R.E.	15	15
Mathematics	6	50
Music	6	60
Physics	1	100
Social Studies	6	40
Speech	1	11
<u>Speech & Hearing Therapy</u>	<u>15</u>	<u>37</u>
TOTAL	154	31

Table 9

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ACT COMPOSITE SCORES OF STUDENTS ENROLLED IN THE COLLEGE OF EDUCATION, FALL 1975-76*

CURRICULUM	CLASS								Mean		N
	1		2		3		4		Composite--		
	N	X	N	X	N	X	N	X	All Classes		
EGED (El. Grades Ed.)	22	17.09	94	18.14	123	19.58	157	19.45	396	19.06	432
EGEMR (Ed. El. - Mentally Retarded)	5	16.20	67	20.17	59	19.97	44	19.59	175	19.84	182
HPED (Health, P & R Ed.)	15	17.80	49	19.42	51	18.58	68	18.29	183	18.64	209
MUSEC (Music Ed. - Combination)	--	----	1	24.00	---	----	2	20.50	3	21.67	3
MUSEI (Music Ed. - Instrument)	1	15.00	12	22.75	14	22.42	20	22.95	47	22.57	48
MUSEV (Music Ed. - Vocal)	--	----	7	22.85	8	21.99	5	17.40	20	21.15	21
NMATR (Non-Matriculated)	--	----	--	----	---	----	5	22.79	5	22.79	11
SEART (Art)	3	13.33	12	18.75	15	19.46	18	19.33	48	18.86	54
SEBIO (Biology)	--	----	4	23.50	4	25.50	14	23.42	22	23.82	23
SEBOO (Business Office Occupation)	6	17.83	15	19.06	17	19.64	23	20.87	61	19.78	70
SECHM (Chemistry)	--	----	1	30.00	1	20.00	2	28.50	4	26.75	4
SEDIE (Distributive Ed.)	--	----	1	27.00	1	21.00	2	19.50	4	21.75	4
SEENG (English)	5	18.00	11	24.63	23	22.78	25	24.20	64	23.29	70
SEFRN (French)	1	20.00	5	19.60	9	24.00	9	22.88	24	22.50	24
SEGER (German)	--	----	--	----	---	----	1	24.00	1	24.00	1
SEMTH (Mathematics)	2	23.00	10	24.60	14	24.07	21	23.33	47	23.80	53
SEPHY (Physics)	1	25.00	--	----	---	----	---	----	1	25.00	1
SERUS (Russian)	--	----	--	----	1	21.00	---	----	1	21.00	2
SESHT (Speech & Hearing Therapy)	7	17.85	23	19.91	26	20.88	45	22.06	101	20.98	111
SESPE (Speech)	2	17.50	11	21.45	10	21.20	24	20.63	47	20.81	49
SESPN (Spanish)	1	12.00	6	24.00	3	19.00	4	19.50	14	20.79	16
SESST (Social Studies)	6	20.00	18	20.78	37	21.81	31	20.22	42	20.95	102
TOTAL									1360*	20.19	1490*

*These data were supplied by the Baton Rouge Campus Institutional Research Office.

**The difference between 1360 and 1490 (130) represents students which did not have ACT scores.

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APPENDIX A

COMPARISON OF MEAN ACT SCORES OF STUDENTS ENROLLED IN THE LSU SYSTEM, 1975-76*

The data in Table I compare mean ACT scores for each of the LSU System campuses with national and state averages for each of the four subject area tests and the composite score. The means were calculated from scores of freshmen students enrolled during the fall semester 1975-76.

TABLE I
COMPARISON OF MEAN ACT SCORES, 1975-76

	English	Mathematics	Social Studies	Natural Science	Composite
National	17.6	17.9	17.7	21.0	18.7
State	16.9	16.6	15.8	19.5	17.3
LSU-Alexandria	16.8	15.6	15.0	18.7	16.7
LSU-Baton Rouge	19.0	20.2	19.1	22.3	20.3
LSU-Eunice	16.2	14.5	15.4	18.3	16.3
LSU-Shreveport	18.0	16.6	17.4	20.4	18.3
University of New Orleans	16.8	16.8	15.9	19.3	17.3

Freshmen on the Baton Rouge Campus scored higher in all subject areas tested than the state and national averages. The LSU-Baton Rouge composite (20.3) was above both the national (18.7) and state (17.3) composite scores.

LSU-Shreveport students were above the national average in English and equal to or above the state-wide averages in all categories. With the exception of LSU-Baton Rouge, the scores of LSU-Shreveport students were higher than those of the other LSU System campuses in all categories except mathematics where UNO students scored slightly higher.

Consistent with nation-wide data, students on the two-year campuses in the LSU System scored lower than those on the four-year campuses. The only exception was in English where LSU-Alexandria students scored the same as those students at UNO (16.8).

Students at the University of New Orleans scored above the state average in Mathematics and Social Studies and equaled the composite state average.

The ranking of the composite scores presented in Table I was LSU-Baton Rouge (20.3), National Average (18.7), LSU-Shreveport (18.3), State Average (17.3) and University of New Orleans (17.3), LSU-Alexandria (16.7), and LSU-Eunice (16.3).

*Institutional Research Report 1975-76:10 (April 9, 1976), Louisiana State University System Office of Institutional Research, Baton Rouge.